



Asking Questions

- 6
- Can raise questions about local animals and how they are adapted to their environment.
 - Can raise questions about a range of phenomena e.g., rainbows, colours on soap bubbles, objects looking bent in water.
 - Can ask questions about a range of materials in order to support classification.
 - Asks appropriate questions to group and classify.
 - Can use secondary sources to research (e.g., unfamiliar animals and plants from a broad range of habitats).
 - Use ideas from secondary sources to support their ideas.
 - Can raise questions to further prove a scientific enquiry.
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- Can study and raise questions to answer (including about their local environment throughout the year).
 - Can ask relevant questions and suggest reasons for similarities and differences.
 - Use their scientific experiences to explore ideas and raise different questions.
 - Can create further questions from enquiries to investigate.
 - Independently uses secondary sources to find relevant facts about a topic.
 - Raise further questions from enquiries/research.
- 4
- Can decide how to gather evidence to answer questions.
 - Raise questions to help identify and group (such as how a habitat changes, animals and living things including plants).
 - Can write a range of questions using the world around them and their own scientific knowledge.
 - They recognise when secondary sources can be used to answer questions and can select appropriate information from sources.
- 3
- Raise own questions about the world around them and why this happens the way they do (e.g. the role of the roots and stem in nutrition and support, or how rocks are formed)
 - Recognise how and when to use secondary sources to answer questions that cannot be answered in practical science.
 - Can write a range of questions relevant to the topic.
 - Can answer questions posed by the teacher, independently or with support.
 - Identify new questions from data.
 - Can raise questions and carry out tests with support to find things out.
 - Can carry out research using a small range of secondary sources.
- 2
- Raise questions that help them become familiar with scientific processes (e.g life processes that are common to all living things, their local environment, materials)
 - [Can ask simple questions relevant to the topic.](#)
 - Can use a range of question stems. (e.g. Is a flame alive? Is a deciduous tree dead in winter? What makes the best habitat for a minibeast? Where in the school can we find something that is made of wood? Which animal belongs to which offspring? Do seeds grow quicker inside or out?)
 - [Know their questions can be answered in different ways.](#)
 - Use more than one secondary source to gather and present information clearly.
- 1
- Explore the world around them and raise own questions. (e.g growing, animals in their habitat, everyday materials.)
 - Can answer questions supported by the teacher, often through scenarios and recognise questions can be answered in different ways.
 - [Can begin to ask simple questions](#) and use simple secondary sources to find answers.
 - Able to ask yes and no questions to sort and classify.
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- Shows curiosity about objects, events and people.
 - Questions why things happen.
 - Asks questions to clarify understanding and aspects of their familiar world e.g. place they live or natural world.